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ABSTRACT

This course is designed for advanced students to enable them to express themselves in writing with native proficiency comparable to North American students of similar educational levels by providing activities specifically geared to the elimination of interfering features of language in the mother tongue. Students learn to produce outlines, paragraphs, compositions, themes, and term papers. Performance objectives specify: (1) preparation of outlines based on reading selections, class notes, lectures, and reports; (2) writing of expository, descriptive, narrative, and argumentative paragraphs; (3) expansion of writing skills in the area of composition and themes; and (4) writing of a term paper. (RL)

ED 063825

AUTHORIZED COURSE OF INSTRUCTION FOR THE

DADE COUNTY PUBLIC SCHOOLS

ADVANCED COMPOSITION

5110.23a
5117.23a

English as a Second Language

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Written by R.L.Sarantos

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
1971

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COURSE TITLE

ADVANCED COMPOSITION

A course designed for students at the independent level.

COURSE DESCRIPTION.

This course is designed for advanced students to enable them to express themselves in writing with native proficiency comparable to North American students of similar educational levels by providing activities specifically geared to the elimination of interfering features of language in the mother tongue. The students will be able to produce outlines, paragraphs, compositions, themes, and term papers. Students will:

1) Prepare outlines based on reading selections, class notes, lectures and reports;
2) Write expository, descriptive, narrative, and argumentative paragraphs;
3) Expand writing skills in the area of compositions and themes; and
4) Write a term paper.

PERFORMANCE OBJECTIVES.

1. Given an outline on a specified subject and written by another person, the student will demonstrate the comprehension of its structure and function by writing a rough draft for a theme.
2. Having selected a topic for research, the student will write an outline.
3. Using the outline as a guide, the student will take notes and organize them on filing cards.
4. From his notes organized according to his outline, the student will write a rough draft for a term paper.
5. From his rough draft, the student with the help of the teacher, will edit, rewrite, and produce a final draft for his term paper showing appropriate use of footnotes and bibliography.
6. The student will do research on a given topic and write an expository theme with well organized paragraphs.
7. While reading a short selection, the student will take notes, write an outline and then report orally in front of the class using his outline as a guide for his speech.
8. The student will read a selection and take notes of the main ideas according to the specifications of the product.
9. From his notes on a particular selection, the student will write a well constructed summary.
10. The student will paraphrase in writing a short reading

to demonstrate his comprehension.

11. Given a well written literary model by a known author, the student will write a theme based on it.
12. Using a well written literary model, the student will analyze the grammatical content both orally and in writing.
13. Given a familiar topic, the student will write a short composition relating the topic to his own experiences.
14. Having read material on an ecological problem within the boundary of his environment, the student will express his views in an oral discussion and a written composition.
15. Presented with both sides to a controversial issue with which the age group can identify, the student will analyze them and write a short paper expressing his opinion.
16. Presented with a controversial issue in literary form, the student will either defend or oppose it in an argumentative paragraph.
17. Given a picture, the student will write a detailed descriptive paragraph and read it orally to the class.
18. Given two illustrations, the student will compare their similarities or contrast their differences in writing.
19. Given two or more characters from a selection, the student will differentiate between the functions of each in the story both orally and in writing.
20. Shown one or a series of illustrations, the student will

write an imaginary narrative with effective style and language.

21. When asked to do so, the student will operationally define, in his own words, any term which he has used in writing a composition.
22. The student will identify and discuss in writing the plot, the theme, the setting, and the characters in a given narrative, novel, or short story.
23. Having read or heard a selection, the student will participate in a classroom discussion regarding the plot, characters, setting and grammatical content.
24. While listening to a lecture, speech, or similar oral presentation, the student will take intelligible and correctly spelled notes.
25. The student will write a summary from his notes using grammatically acceptable sentence structures and appropriate vocabulary of an oral presentation he has heard.
26. The student will demonstrate that he has acquired competency in written English comparable to North American students of similar educational levels by writing well organized compositions and having native American peers read them and comment in regard to the clarity of expression.

LANGUAGE CONTENT.

The main hypothesis upon which this course is developed is that tne best way to learn to write well is first to imitate someone who writes well. The student will learn to paraphrase carefully before writing "free" compositions in order to prevent the exploitation of his restricted linguistic resources and repetition of previously acquired errors as well as triteness in developing themes.

The major emphasis in this course will be on writing. The student will use all verb tenses, and confront many new ways of writing and thinking. He will be exposed to many different types of reading selections, lectures, reports, movies, filmstrips, etc. and be expected to produce good notes, outlines, and compositions.

Literary models (well written news selections from periodicals, well known literary masterpieces such as Gulliver's Travels) will be given to the student who will read them silently and aloud for the study of rhythm, intonation and pronunciation. Observation in regard to grammatical structures contained in the literary model should be made by the student with the teacher serving as a guide. From discussions on grammatical structure should stem discussions concerning form, style, syntax, vocabulary, idiomatic usage, characters, plot, setting, and theme. The student should be evaluated frequently to check his progress. He might be asked to write sentences illustrating the grammatical

structure of the text, or to incorporate such structures into one of his compositions.

When discussing the plot or theme, the teacher should guide the student in grasping the point of view of the author and interpreting the moral or message the author intended for the reader. This course will reinforce previously covered grammar concepts such as: 1) the writing of singular, plural, possessive and compound nouns; 2) pronouns; 3) regular and irregular verbs in all tenses; 4) prepositions; 5) clauses; 6) the formation of nouns from verbs and adjectives; 7) adverbs. The student will venture out and express himself through new ways of writing. He will be held responsible for increasing his vocabulary and making those new words a part of his everyday speech and writing.

SUGGESTED ACTIVITIES FOR OBJECTIVES.

1. Have each student write an outline; exchange outlines and have students write rough drafts for a theme using another person's outline. (Objective 1).
2. Using the rough drafts written from outlines, have several students demonstrate their beginning sentences or paragraph either by writing on the blackboard or overhead projector or by placing it in the opaque projector so that the teacher and other students can point out differences and similarities of grammatical structures including form, style, vocabulary, and idiomatic usage. (Objectives 1, 9, 23).
3. Upon classroom discussion concerning the first paragraph of several rough drafts, have all of the students revise them. Read some of the revisions aloud. (Objectives 1,5,9).
4. Using a well written literary model, project it through an opaque projector and let the students read it silently and then orally for the study of rhythms, intonation, and pronunciation. Follow-up with a discussion concerning the author's style, syntax, and vocabulary. Have students paraphrase the model and then read their papers or write them on the blackboard. If using a familiar literary model such as one from Gulliver's Travels, Poe's Ligeia, Steinbeck's The Great Mountain, or Faulkner's Speech on Receiving the Nobel Prize, it

might be helpful to have the students first make a list of difficult or new expressions, idioms and vocabulary. Have students compare the different ways they have all paraphrased the same selection. (Objectives 10, 11, 12, 22, 23).

5. From a literary model, have students read it and then write an outline from it. Using the outline, have students reverse the process and take notes on the model selection. Have them write the notes on filing cards. Several of these exercises should be done before the student begins work on his research term paper. (Objectives 2, 3, 4).

6. Give students several books and ask them to alphabetically organize them and write a bibliography. (Objective 5).

7. To familiarize students with acceptable composition, footnotes, and biographical form, distribute and explain the MLA Style Sheet. Filmstrips on library research and the writing of term papers are also helpful. (Objective 5).

8. Present students with several examples of research papers so that they will be familiar with organization and style. Papers should be read and grammatical and literary form discussed. (Objectives 5, 6).

9. As a class activity, have students produce a mural depicting the steps involved in writing a term paper. (Ojectives 2, 3, 4).

10. Have the librarian present a talk in regard to the using of resource materials. Students should take notes and ask questions.
11. As a library exercise to facilitate the finding of materials for their research paper, present students with a bibliography containing a wide selection of subjects and have them find several or the books in the library. (Objective 5).
12. Upon completion of the term papers, have students share them orally with classmates. (Objectives 1, 2, 3, 4, 5, 6).
13. Have students read a news article from a magazine such as Life, Time, Newsweek, Sports Illustrated, or the National Observor and write a letter of comment to the editor. The article should be on a topic apropos to the student's environment. (Objectives 13, 14, 15, 16).
14. Given a political issue, have students take notes and compile from periodicals the different solutions offered by various public figures and sumarize them in writing. (Objectives 4, 6, 8, 9, 10, 14, 15, 16).
15. Invite public figures from the community to address the class on a specified topic or ecological problem. Have students take notes and direct questions to the speaker. Later, have students write a summary of the talk and argumentative or expository paragraphs. (Objectives 13, 14, 15, 16).

16. Select native American authors from different parts of tne country such as Hemingway, Steinbeck, Cather, Faulkner, Saroyan, and Sanburg, and have the students read and compare dialectal differences. Students could work in teams and compile lists or new idiomatic expressions and vocabulary. Have students give examples or the expressions and vocabulary. Present these to the class for discussions and then have students write short compositions using some of the new idiomatic expressions and vocabulary. Crossword puzzles and fill-in-the-blank exercises should be developed.

17. Have several students write a brief play, drama, or short story and present it orally to the class for a reaction in regard to grammatical structure, originality, plot, theme, setting, etc. Classmates should take notes while listening to the presentation. (Objectives 22, 23, 24, 25).

18. Present part ot a story to the students have them complete it either orally or in writing using a particular style such as irony, satire, or humor.

19. Have students use the tape recorder when presenting work orally. When playing back, students should listen critically to syntax, vocabulary, and expression. Tape recordings made by native American English speakers reading a short story or other selection should also he presented to the class to develop sensitivity for

critical listening. Discussion should follow.

20. Fieldtrips within the community will be beneficial and allow the students to discuss what they saw, heard, and did. Have students illustrate the trip through drawings; exchange pictures and write summaries or compositions about the drawings. Have the students write letters of appreciation to the tour guide, bus driver, etc. (Objectives 17, 18, 20).

21. Given a hypothetical problem, have the students solve it in writing. (Objectives 14, 16).

22. Have native North American English speaking students visit and debate a topic orally with the class. Allow them to read, question, and comment on compositions, short stories, etc. written by the students in the ESL class.

RESOURCES.

For the student and the teacher.

I. Readings about the English Language - ENGLISH FOR TODAY, books five and six, N.Y.: McGraw Hill Book Company. (Available from Textbooks after clearing with the Bilingual Department and completing requisition forms).

A. People who speak English (English for Today, Book V, Lesson 5).

B. British versus American English (English for Today, Book V, Lessons 6 & 7).

C. Australian English (English for Today, Book V, Lesson 9).

II. North American English dialects

A. The black dialects.

B. The southern white dialects.

C. The northern white dialects.

D. The midwestern dialects.

E. The mountain dialects.

III. American Literature - English for Today, book six.

A. Fiction (pages 26-31; 47-61).

B. Non-fiction (pages 81-83; 109-115).

C. Drama (pages 158-195).

IV. Short stories from around the world - FALCON BOOKS. Noble and Noble Publishers, Inc. New York, New York. (paperback series of best sellers that have been abridged and edited for young people).

A. A Choice of Weapons by Gordon Parks - personal account of the early struggles of a Life staff photographer.

B. Anne Frank: The Diary of a Young Girl - describes a teenager's life during a time of historical horror.

C. A Tree Grows in Brooklyn by Betty Smith - about a young American girl's coming of age.

D. Fail-Safe by Eugene Burdick and Harvey Wheeler - terrifying account of a global "accident" that is all too possible.

E. Go Tell It On The Mountain by James Baldwin - three generations of one family and a day in their lives.

F. Go Up For Glory by Bill Russell - tells his life story of his struggles as a man, a Negro, and a champion basketball athlete.

G. I Always Wanted to be Somebody by Althea Gibson - her own account of her rise from obscurity to a world champion tennis player.

H. Karen by Marie Killilea-true story of a child who lived a miracle.

I. The Listening Walls by Margaret Millar - a fast moving mystery of an appartment suicide.

J. Times-4 - a collection of four science fiction stories dealing with the concept of time

1. The Time Machine by H.G.Wells.

2. A Thief in Time by Robert Sheckley.

3. The Face in the Photo by Jack Finney.

4. The Business as Usual by Mark Reynolds.

K. West Side Story by Irving Shulman - novelization of the Broadway musical.

V. Short stories - Reader's Digest, Part Three, grades 4-6, Reader's Digest Services, Inc. Educational Division, Pleasantville, N.Y.: 1960. Good for quick, leisure reading to force students to use many different skills such as the ability to think along with the writer, and interpreting and evaluating what the author has to say; high in interest appeal, the articles and stories are varied in subject matter and form. Prepared quizzes and related activities based upon the content material but not imposed upon it follow each selection.

VI. Short Stories - Century Communications, Inc. San Francisco, 1967. Good for 7th and 8th grades to build vocabulary and an awareness of different grammatical structures. Each book begins by introducing the main characters in the story, and on most pages there is a short list of words to help the student with vocabulary and pronunciation.

A. The Peculiar Lawn Mower by Irene Tamony.

B. Operation Phoenix by Irene Tamony.

C. Chilling Escape by Florence Randall and Irene Hilton.

D. The Big Break by Joan B. Ominsky.

VII. Skill booklets.

A. Boning, Richard A. Using the Context and Drawing Conclusions - books C.D.E.F. Rockwell Centre, N.Y.: Barnell Loft Ltd., 1962. The booklets have been developed to improve silent reading comprehension and interpretative skill (inferring ideas). In order to complete the exercises in Using the Context, the reader must relate the whole to the part ahd the part to the whole. This requires judgement and insight into the interrelationship ot ideas. The reader's attention is directed to language patterns, word form, precise word usage, grammatical correctness, ana word recognition. In Drawing Conclusions the correct conclusion is the most logical one for the reader to draw with just the information that is presented to him.

B. McCall, William A. and Crabbs, Lelah Mae. Standard Test Lessons in Reading books C and D. N.Y.: Teachers College Press, 1961. These are benefitial in helping the student to read critically and comprehensively. Each exercise includes a short reading selection (generally one paragraph) followed by several multiple choice questions or sentence completions.

C. Smith, Nila Banton. Be a Better Reader-books A and B. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968. These are designed to improve the basic common skills

needed in reading all types of materials, and to develop special skills needed for effective reading in science, social studies, the new mathematics, and literature. In literature, the part most appropriate for this quin, the students are helped to read for appreciation through work with character, style, emotion, interpretation, visualizing word pictures, sensing significant events, and relating to personal experiences. Book A is recommended for junior high levels and Book B for senior high.

VIII. Equipment and materials.

A. For the student:

1. Tape recorder.
2. Filmstrip projector.
3. English-Spanish dictionary.
4. American English dictionary.
5. Notebook, pen, pencil, etc.

B. For the teacher:

1. Finocchiaro, Mary. English As a Second Language: From Theory to Practice. 8th ed. New York: Simon and Schuster,1970. Contains information in regard to the sound system of English, curriculum, developing language skills, materials and techniques of instruction, teaching and evaluation, and a bibliography.
2. Bowen, J. Donald, ed. Techniques and Procedures

in Second Language Learning. Dobbs Ferry, N.Y.: Oceana Publications, Inc. 1963. Has a good section on paragraph writing and note taking.

3. Allen, Robert L., Allen, Virginia, and Shute, Margarete. English Sounds and Their Spelling. N.Y.: Thomas Y. Crowell.
4. Parker, William R., ed. The MLA Style Sheet. Materials Center, Modern Language Association, 60 Fifth Avenue, New York, N.Y. 10011.
5. Harris, Albert J. Advanced Skills in Reading-books 1 and 2. Macmillan Reading Program, N.Y.: Collier Macmillan Limited, 1967.
6. Education Development Corporation of Palo Alto, California. Writing: Unit Lesson in Composition, Foundation book B. Palo Alto: Ginn and Company, 1967.
7. Tape recorder, movie projector, filmstrip projector, opaque projector, overhead projector, record player - available through the individual school's audio-visual representative.
8. Movies, filmstrips, records, pre-recorded tapes to correspond to the material in the quin. Available from the Audio-Visual Center (BPI) and listed in the AV catalog. (order at least two weeks in advance).

9. Pre-made duplicators with information and exercises on English grammar, writing compositions, library research, etc. Available from school supply companies (such as DRAGO and MIAMI SCHOOL SUPPLY) and listed in their catalogs.

RESOURCE EXAMPLES.

GRASPING DETAILS BY OUTLINING

You have had experience in making block pictures of the main ideas and the details in paragraphs. Another way to understand the relationship between the details and the main idea is to make an outline of the paragraph.

In the following exercise you will have a chance to make some outlines. They will help you to see how the main idea is expanded by the less important details.

Here is a sample paragraph which has been outlined for you.

The bald eagle feeds on fish and small animals. He flies high over the land, looking for food. Ducks, rabbits, mice, and snakes are a normal diet for him. He feeds on fish whenever he can catch them. Often, he takes food away from other birds.

Main Idea: The bald eagle feeds on fish and small animals.

Details:
A. He flies high over the land looking for food.
B. Ducks, rabbits, mice, and snakes are a normal diet for him.
C. He feeds on fish whenever he can catch them.
D. Often, he takes food away from other birds.

The article below tells about a famous bald eagle. Read this article for details that grow out of main ideas. Use the outline form at the end of the article to outline the paragraphs. Do this in the same way as the sample above.

OLD ABE

1. Old Abe, a bald eagle, became famous during the War Between the States. He went with a regiment of soldiers during three years of the War. Crowds gathered when he appeared in public. Newspapers were filled with stories about him.
2. Facts have been gathered about young Abe's life. He was taken from a nest in northern Wisconsin by an Indian. The Indian was kind to him and raised Abe as a pet. When war was declared, the Indian sold the eagle to a company of men organizing the Eighth Wisconsin Infantry. They became fond of him at once. Soon they named him Abe in honor of Abraham Lincoln.
3. In the autumn of 1861, the men went to Camp Randall and took Old Abe with them. As they passed through the gates of the camp, the eagle caught a corner of the flag. With great flapping of his wings, he spread the flag out to its full width. There was wild clapping of hands by those who saw this. The

soldiers made Abe their mascot. The Eighth Wisconsin soon became known as the "Eagle Regiment."

4. Riding on a special perch, the bird went into battle with the men. He was carried into seventeen battles. When shells were flying he would spread his great wings and scream with excitement. He seemed as eager to win the battle as the men in his regiment.
5. When the Eagle Regiment returned to Madison, Old Abe became a Wisconsin hero. He was officially turned over to the state of Wisconsin. As an honored warrior, he was given a special room in the Capitol. While living there he was taken to many reunions and benefits for disabled soldiers. He is said to have earned $80,000 for his unfortunate comrades.
6. Old Abe was taken to the Centenial Exposition in Philadelphia in 1876. There he could be found each day sitting on his perch. He was always surrounded by an admiring group. They accepted him as the original of the glorious bird on the coins and seal of the United States.
7. The famous eagle died in 1881. Its skin was stuffed and mounted. The stuffed eagle was placed among the war relics in the State building. Unfortunately, the building was destroyed by fire in 1904. This

was the last of the body of Old Abe, but his memory lives on.

ACTIVITY I

Outline the main idea and the details in each of the seven paragraphs which you just read. Space is provided for paragraphs 1 & 2. Do paragraphs 3-7 on a separate piece of paper.

PARAGRAPH I

Main Idea_____

_____

Details: A._____

_____

B._____

_____

C._____

_____

PARAGRAPH 2

Main Idea_____

_____

Details: A._____

_____

B._____

_____

C._____

_____

_____

D._____

E._____

_____

Smith, Nila Banton. Be a Better Reader, book B.Englewood Cliffs, N.J.: Prentice-Hall, Inc.1968

Most ants are hard workers and often work from six o'clock in the morning until ten o'clock at night. The work is divided among the worker ants so that each one has a certain amount to do. We do not know how they decide what each one is to do, for they do not talk. Some people thinks ants follow each other by their sense of smell. Ants often live to be a year old, and some have been known to live six or seven years. One way they get their food is from plant lice, which we might call their cows. The ants milk "cows" by tapping the lice gently until a drop of honey comes out. Then they eat the honey. Ants take very good care of these plant lice and often build a covering over them so that they will be protected from the rain.

1. Most ants are (a) busy (b) lazy (c) careless (d) slow
2. How many hours do ants usually work at one time? (a) few (b) one (c) several (d) many
3. Each worker ant does (a) some work (b) no work (c) whatever he likes (d) little work
4. Some people think ants follow each other by their sense of (a) sight (b) hearing (c) touch (d) smell
5. What is the longest time that ants have been known to live? (a) one year (b) five years (c) seven years (d) eight years
6. What we call ant cow are really (a) caterpillars (b) bees (c) lice (d) flies

7. These ant cows give (a) milk (b) water (c) sugar (d) honey
8. Ants are most like us in their (a) homes (b) plan of work (c) food (d) length of life
9. Which best describes the ants' method of getting food? (a) Ants tap plant lice till a drop of honey comes out. (b) Ants take care of plant lice (c) Ants get their food from plant lice. (d) Ants get honey from the bees.

Source: McCall, William A. and Crabbs, Lelah Mae. Standard Test Lesson in Reading, book C. N.Y.: Teachers College Press, 1961.

No. right	0	1	2	3	4	5	6	7	8	9
G score	2.6	2.9	3.2	3.6	4.1	4.7	5.3	6.0	7.0	9.0

Sundials were of no use on dark days. People wanted to know the time on dark days as well as on sunny days, so they had a timepiece which they called "the water thief". This "clock" is a deep bowl or jar with lines running around the inside to divide it into parts. Water drips through a tiny whole in the bottom of the bowl. As the water drips out drop by drop the level or top of the water is lowered thus showing the time on the lines. When the bowl is emptied it must be filled again.

(To be continued)

1. The paragraph says that sundials could not be used on (a) ships (b) bright days (c) land (d) dark days
2. On what part the bowl is the face of the clock? (a) bottom (b) top (c) inside (d) outside
3. The water in this clock (a) drips out (b) stays in (c) pours out (d) runs out
4. The clock in this story was called the (a) sundial (b) water thief (c) watch (d) alarm clock
5. The bowl must be filled again (a) every day (b) every hour (c) when empty (d) when half empty
6. Time is shown by this clock on (a) lines (b) dots (c) squares (d) holes
7. The bowl has a tiny hole in its (a) side (b) bottom (c) rim (d) cover
8. This clock tells time with (a) sun (b) sand (c) water (d) steam

9. The lines on the face of this clock mark the
   (a) seconds (b) hours (c) days (d) weeks
10. It is implied that many difficulties will be solved if (a) men are thieves (b) the need is great enough (c) the weather permits (d) the bowl is filled when empty

No. right	0	1	2	3	4	5	6	7	8	9	10
G score	2.5	2.8	3.1	3.4	3.7	4.1	4.6	5.1	5.7	6.3	7.0

Source: McCall, William A. and Crabbs, Lelah Mae. Standard Test Lesson in Reading, book C. N.Y.: Teachers College Press, 1961.

In the last two lessons you learned how men marked the passage of minutes and hours without watches. How do you think they kept a record of days and months without a calendar?

Since the time from the highest position of the sun one day to its highest position the next day always seemed the same, they called this amount of time one day. Since the time from one full moon to the next full moon always appeared the same, they called this amount of time one lunar month. There were about 28 days in a lunar month. At present, the month is divided into about 4 weeks, the week into 7 days, the day into 24 hours, the hour into 60 minutes, and the minute into 60 seconds.

1. Which of these is the best title for the lesson?
   (a) Sunrise (b) Full Moon (c) Lunar Month
   (d) Watches
2. From full moon to full moon is about (a) one day
   (b) one week (c) four weeks (d) two months
3. The calendar keeps a record of (a) hours
   (b) minutes (c) months (d) seconds
4. There are twenty four hours from (a) sunrise to sunset (b) sunset to sunset (c) full moon to full moon (d) sunset to sunrise
5. What measures time in minutes? (a) watch
   (b) moon (c) sun (d) calendar

6. What kind of month is described? (a) calendar (b) lunar (c) solar (d) stellar
7. The last lesson told how men kept a record of time (a) in weeks (b) in months (c) without watches (d) with watches
8. How many times does the sun rise in a week? (a) four (b) seven (c) thirty (d) sixty
9. Which played the most important part in indicating days and months? (a) heavenly bodies (b) sundials and shadows (c) calendars (d) watches
10. In ancient times the month was determined from the (a) sun (b) moon (c) calendar (d) watch

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No. right	0	1	2	3	4	5	6	7	8	9	10
G score	3.4	3.8	4.2	4.6	5.0	5.4	5.8	6.2	6.6	7.0	7.6

Resource: McCall, William A., and Crabbs, Lelah Mae. Standard Test Lesson in Reading, book C. N.Y.: Teachers College Press, 1961.